**NWSD: Addressing Keystone Exams in IEP’s**

The IEP teams are to collaborate to recommend courses the student should taking through the duration of the IEP including the next school year. This includes regular education, Cotaught or special education environments considering modifications and accommodations. This includes, planning ahead for related Keystone Exams the student could be expected to take the next school year when the current IEP is still in place.

PSSA and Keystone Accommodations for a student are to be consistent with the accommodations the student receives in the class during assessments on a regular basis. The accommodations are to be unique to that individual student. The accommodations are NOT to be a menu of options available to a student just in case. Please review the PaTTAN Annotated IEP page 21 which provides directions for addressing the Keystone accommodations in the IEP.

**Q. Do I need to revise the IEP for a student who is schedule to take a Keystone Exam prior to the IEP being due?**

*YES, the IEP should be revised to address the PA assessment the student will be taking during the duration of the IEP.*

**Q. What happens if the student is not proficient or advanced on the Keystone Exams?**

*A. All students, with the exception of students who qualify to take the PASA, are required to take the Keystone Exams by the end of eleventh grade. Starting with the class of 2017 (current 9th graders) this is a graduation requirement for Biology, Literature, and Algebra I Keystone Exams. Keystone exams are administered at the end of the related course. If the student reaches the end of 11th grade and has not taken the course they must take the exam. All students are expected to demonstrate proficiency in assessed academic content. For a student with an IEP, the IEP team will determine how the student will demonstrate proficiency which takes into consideration the student’s performance on the Keystone Exam. The decision should consider the student’s Keystone score, present levels of academic performance, post-secondary goals, and the current IEP goals. The IEP team may determine whether or not the student should retake the Keystone, and/or complete the project based assessment, or graduate based on the student reaching the standard aligned IEP goal(s). This information being considered should be summarized in the IEP present levels of academic performance to provide background information. The final determination how the student will demonstrate proficiency on each Keystone, is to be summarize in the Present Levels section How the student’s disability affects involvement and progress in the general education curriculum. Sample Statement:*

“The IEP recognizes Mary was not previously proficient on the Algebra Keystone which is consistent with Mary’s performance on state academic assessment although Mary continues to make progress towards and meets her IEP goals in Math each year. Because Mary has the post-secondary goal of attending a four-year college it is important Mary continues to work to demonstrate proficiency. The IEP team has determined Mary will demonstrate this by completing the Keystone Algebra Project Based Assessment. In addition, Mary will continue to have a Math goal in her IEP to demonstrate progress.”

Project Based Assessment: This is a rigorous assessment that reflects the Keystone eligible content. This does not seem to be an “easy” answer to graduation requirements.

The student can still graduate through their IEP regardless of the number of attempts of testing and project. However this needs to be clearly documented through the IEP Process. The district has been cautioned that this would be only be for a small amount of our special education population.